

I. List 3-5 Student Learning Outcomes for students enrolled in your program.

These should be broad overarching learning goals. They are bigger than objectives.

1. Skills in experimental design, hypothesis testing, critical thinking, problem solving, observation, data collection and record keeping, data analysis and interpretation, use of laboratory and field instrumentation and techniques, information retrieval and evaluation, written and oral communication, and working as part of a team. In this context, students will learn to question and evaluate biological ideas.
2. A positive attitude toward biology, an appreciation for the value of living systems and bioethics, a desire for life-long learning, and an realization that scientific investigations involve creativity, ingenuity, and imagination.
3. Mastery of biological principles and concepts and their interrelationships, and an understanding of the unifying role in biology of evolution and biodiversity, and the dynamics of biological systems.
4. An understanding of major biological concepts and awareness of how these are connected within various areas of the biological and physical sciences.
5. An appreciation of science as an integral part of society and everyday life.
6. The ability to evaluate and discuss contemporary social and ethical issues related to biology and medicine.

Please be sure to see Program Level Student Learning Outcomes under the Natural History/Field Program and Allied Health Program.

II. Align the Program Level SLOs with the College Goals.

Briefly discuss how your program meets the goals of the college.

The department enhances and maintains excellence in Biological education in part by having an academically diverse faculty that stays current in the ever-changing field.

This academically diverse faculty have developed a broad, rich curriculum, along with addressing alignment of courses with many 4-year colleges.

This department excels in developing and maintaining a supportive learning environment for student, with faculty members offering mentoring and educational/career advice.

III. Assess the student success in your program.

How do you know students learned the core SLOs by the completion of curriculum/program. Include data to support these findings.

Biological curricula assesses SLO's by the methods of evaluation embedded in the classes (assignments, examinations, and other methods of evaluation). With the department maintaining high academic standards, a student who successfully completes a Biology course has learned the minimum core SLO's. The majority of students who enroll in the Biology courses complete the course with a passing grade.

IV. Document student success/achievement in the program.

Possible documentation materials might include Degrees, Awards, Transfer, Portfolios, Capstone Assignments, Success in Job Placement, etc.)

COM is currently in the process of implementing a "Banner" system that will be able to give us accurate data of student success/achievement in the program (degrees, awards, transfer, job placement, etc.).

Currently, our faculty tend to maintain a lasting communication with the student after he/she leaves our department. Many students have communicated their transfer to a 4-year college or other program, scholarship award, and/or job placement.

Please be sure to see Documented student success/achievement under the Natural History/Field Program.

V. Note areas for future improvement.

Address needs of program like curricular innovation, resource allocation, upgrading facilities, technology, unit allocation, staffing, etc.

The field of Biological Sciences is ever-changing as the field gains biological information and technology break-throughs almost on a daily basis. For future improvement of student learning in the Biological Sciences (and just to keep up-to-date with the current advancements in knowledge and technology), the following areas

need to be addressed:

1. Adequate funds for staffing, equipment, and supplies are needed on an on-going basis.
2. Classroom technology (i.e. smart rooms) need to be addressed. In some classrooms 16mm films are still being shown.
3. Ensuring that class size limits match the room space and seats so that the laboratory classes can be safely held.

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